

Human Resource TQM Based On Performance

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Abstract

This research aims to: (1) describe and analyze the quality management of vocational schools, (2) develop an appropriate quality management model for vocational schools in the 21st century, and (3) testing the difficulty level of the model implementation and productivity of the developed model.

This research is a developmental research using the procedure of research and development, the modification of Borg and Gall and Sugiyono. There were eight stages in this study; (1) the identification of the problems and potentials through initial study; (2) documentation study of existing models; (3) analysis of the existing models, (4) designing the basic concept of the model, the structure of the components of the model, and the system of the model; (5) expert judgement, testing the effectiveness of the substance and indicators of the quality management; (6) expert judgement and the first try out (7) expert judgement and the second try out, (8) the third try out. The data collection techniques in this study were (1) observation, (2) questionnaires, (3) interviews, and (4) documentation. The analysis of the data used the analytical techniques of descriptive statistic.

The findings show that: (1) the quality management applied in two vocational schools nowadays does not have a clear specification, (2) the quality management model that is appropriate for vocational schools in the 21st century is "a model of quality management on vocational school based on the performance of human resources", and (3) the human resource's performance that is capable of doing or running the quality management is the human resource that has high performance, which can: (a) make an accurate plan, (b) carry out work rightly; (c) check rigorously, and (d) act really. The products of this research include: (1) a quality management model based on human resources' performance, and (2) an operational manual for the quality management model based on human resource's performance. The uniqueness of this model includes: (1) the quality management conducted by qualified and highly competent human, (2) comprehensive and representative for all aspects of management function, (3) it is easy to apply, (4) it can improve the productivity, (5) it can improve the efficiency, (6) it can be applied to all types of vocational schools, (7) it is open for further research or investigation.

Keywords: *quality management, human resource's performance, quality of graduates.*

1. Introduction

Quality of education in vocational schools is still low. It is influenced by (1) the management is not optimal, (2) the curriculum is not functional because using delivery system, (3) the low quality of human resources, (4) benchmark is local, and (5) the ability to face the challenges of the future are very low, all of this affects the competitiveness and employment opportunities the loss, and (6) lack of adaptation to the world of work. The problems of the research are: (1). How is the quality management models in SMK?; (2). How effective is quality management model for vocational school?; (3). How does the labor productivity model developed?; (4). How difficult the application of the model developed?; (5). What kind of human resource performance required for running the model?. The aim of this

study was to develop a model of quality management Vocational School. In detail, the purpose of the study is described as follows: (1) Describe and analyze a model of quality management in vocational school; (2) Develop an effective quality management model for vocational school; (3) Test the productivity of model developed; (4) Test the difficulties of model developed; (5) Formulate the performance of human resource qualification to operate the model developed.

2.1 Vocational Education

Technology education and vocational education is organized for students who plan and develop a career in a particular area of expertise to work productively. The purpose of bridging the implementation of vocational education (students) in the business and industrial world.

2.2. Twenty First (21st) Century Education

Educational demands of the 21st century are: (1) understanding of the theme and the subject of 21st century education, (2) life and career skills, (3) skills of information, media, and technology, and (4) learning and innovation skills.

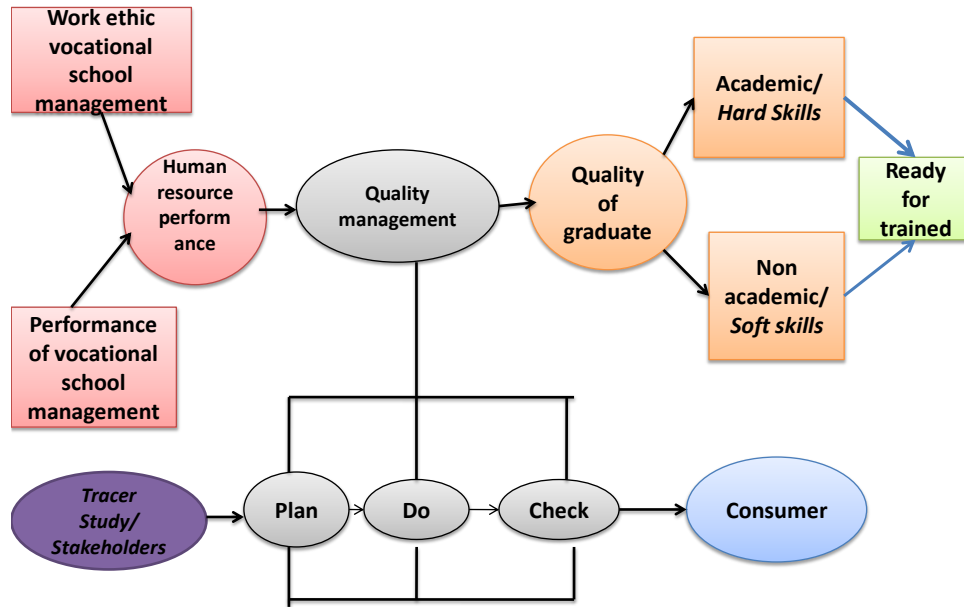
2.3.TQM

Quality management principles are: (a) customer focus, (b) leadership, (c) participation of employees and team work, (d) a process approach, (e) a systems approach to management, (f) continuous improvement, (g) Factual approach to decision (h) mutually beneficial relationships with suppliers.

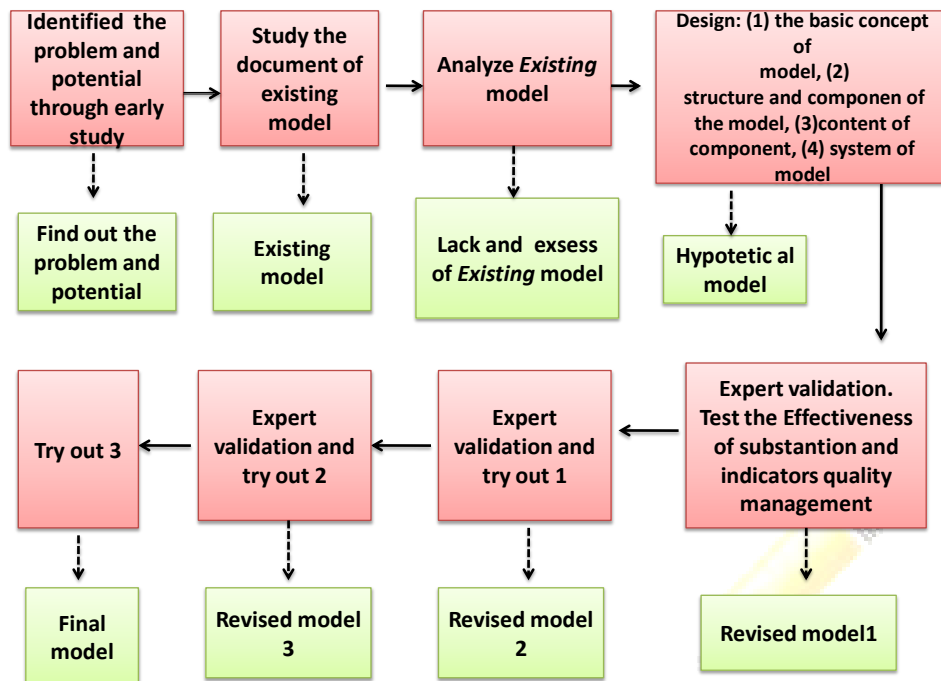
2.4.Human Resources Performance

The performance consists of a work ethic and job performance. Work ethic is the attitude of one's soul to carry out a job with full attention, then the job will be done perfectly even though many obstacles to be overcome, either as motivation or the need for a high responsibility. Performance of work can be defined as: (1) do, implement, run out, (2) meet or perform the obligations of intent, (3) implement or enhance responsibility, and (4) do something that is expected by someone.

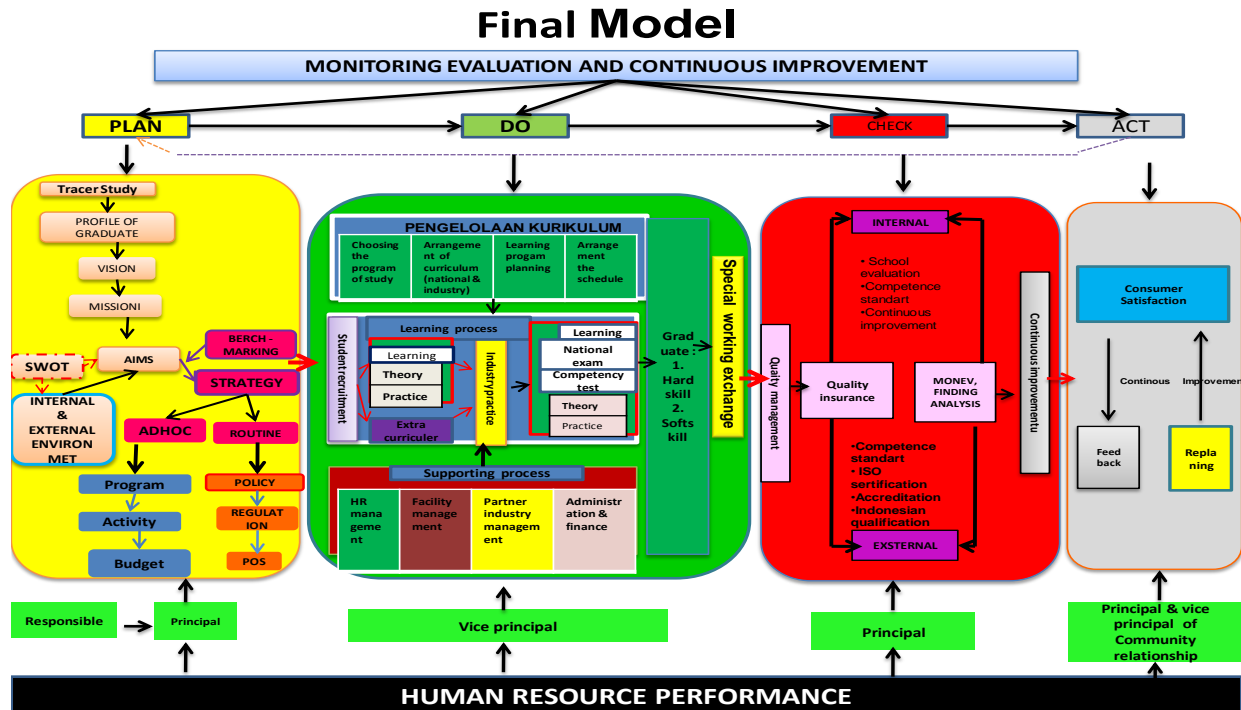
2.5. Research Paradigm



2.6. Procedure of the model development



3. Result



4. Discussion

Quality management affects the quality of graduates of both soft skills and hard skills. The model was developed to increase productivity. The model developed is easy to apply. Specific requirements of human resource: able to make a plan with accurate, do a proper, thorough check and follow-up are real.

5. Conclusion

- a. Existing model is unspecific. There is a few lacking: (a) management model as outlined in the model structure is not in the design itself, (b) the model has not comprehensive, (c) the model is applied to model "given" from the Department of Local Government or another school: (d) committees the school has a very important role in the management of schools, while principals and staff did not clear the role and importance, (e) symbol on each content component model has no meaning because the coloring is not accompanied by a description and inconsistent, (f) the authority of the current image or flow of activities is not clear, (7) the model can not explain what is planned to be implemented and evaluated, and what follow-up.
- b. Quality management model appropriate for vocational school in the current era is the "model- quality management vocational based on human resources performance". It is caused the core actually depend on human resource.

- c. Quality management model that was developed to improve the productivity of graduates. This is evidenced by the development of the test results showed that the longer the productivity increases in both technical / hard skills and soft skills vocational students. Deeper meaning of increased productivity is the quality management model based human resource performance is able to improve the quality of future education.
- d. Based on the test results of model implementation, showed that an increase in the level of ease in the implementation of quality management developed. Achievement level of ease is due to: (a) the use of simple language and communicative, (b) the terminology used is familiar to vocational school staff (c) provides guidelines for the use of clear and operational.
- e. Performance of human resources capable of running quality management is the human resource that has high performance, which can: (a) create an accurate plan, (b) carry out the do the right; (c) conduct a rigorous check, and (d) act with the tangible. Performance of qualified human resources is a human who has the work ethic and high work performance. This means that the quality management model requires the entire staff of qualified vocational. Accurate indicator of the plan is to plan based on real data, SWOT analysis is supported with a solid and clear (who, what, where, when, and how). Indicators do that right is exercised in accordance with the management plan has been designed. Check the rigorous indicator is evaluation carried out to uncover the problems in detail and detail, and a thorough or complete. Indicators tangible act was a follow-up that can provide solutions to problems are found, and the work of the action can be used as the basis for planning the next cyclus. Human resource as this is necessary for the future of education.

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